



Department of Education

**ITT Coordinators' and
Stage 2 Mentors'
Handbook**

**Primary and Early Years
PGCE**

2011 - 2012

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A note for Early Years settings

The language of this handbook reflects the fact that the majority of our students are placed in KS1/KS2. Professionals in Early Years settings should substitute appropriate terms where the vocabulary used is specific to the school classroom, and adapt guidance for classroom-based practice to their own setting.

1. GENERAL INFORMATION

This booklet is designed specifically for ITT coordinators in our partnership schools and early years settings who have a PGCE student there on placement. It is also for those school staff who have been trained at London Providers Stage 2, and are currently doing observation and feedback for a PGCE student in place of and in collaboration with the University supervising tutor for your school. It replaces last year's 'Primary Supervising Tutors' and Stage 2 Mentors' Handbook'.

Department of Education Key Staff

Primary tutors

Alayne Öztürk	Primary Programme Director	020 7133 2638	a.ozturk@londonmet.ac.uk
Patrick Eve	PGCE Course Tutor	020 7133 2616	p.eve@londonmet.ac.uk

Other relevant staff:

John Gabriel	Dean of Faculty	020 7133 2635	j.gabriel@londonmet.ac.uk
Suzanne Burley	Academic Leader	020 7133 2637	s.burley@londonmet.ac.uk
Annie Rock	Partnership Administrator	020 7133 2643	annie.rock@londonmet.ac.uk
Switchboard		020 7423 0000	

Postal Address:

London Metropolitan University
Department of Education
166-220 Holloway Road
London N7 8DB

Fax: 020 7133 2628

Group Tutors

All primary trainees are allocated a group tutor. Near the start of the academic year, lists go up on Year Boards informing trainees who their group tutor is. Group tutors are available for advice, both personal and professional to their group of trainees. This year the group tutors are as follows:

Group Tutors, Early Years (3-7): EY1	Jon Daveney	j.daveney@londonmet.ac.uk
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	EY2	Cedra Dyer	c.dyer@londonmet.ac.uk
Group Tutors, Primary (5-11):	Pr1	Alastair Daniel	alastair.daniel@londonmet.ac.uk
	Pr2	Ranjana McLean	r.mclean@londonmet.ac.uk

The Department of Education

The Department of Education has been incorporated into the Faculty of Humanities, Arts, Languages and Education in London Metropolitan University and runs the following courses:

For primary teacher trainees –

- a PGCE course for 120+ students, which offers both a professional and postgraduate route;
- a two-year Registered Teacher Programme for up to 40 trainees per year;
- a 3 year BEd course with up to 28 students per year.

For Secondary Trainees -

- in Citizenship;
- English with Media & Drama;
- Mathematics;
- Modern Foreign Languages;
- Music;
- Physical Education;
- Science.

In Early Childhood Studies, early years qualifications are provided both on-site and by distance learning.

There are part-time students on Continuing Professional Development (CPD) courses, many of them practising teachers, who study on short courses or for Masters level qualifications.

There is a BA Education Studies 3-year degree (non-QTS).

Many staff members are carrying out research in education, often with special reference to the inner city, multilingual, multicultural environment. There is also an Institute for Policy Studies in Education in the University with whom we have close links and in which some of the Department's staff are involved.

Website

There is a partnership website:

http://www.londonmet.ac.uk/depts/doed/partnership/partnership_home.cfm

This booklet and most of the documents and forms referred to in it should be available there for access or downloading.

2. PARTNERSHIP

Every school we place a trainee with is in partnership with us. We tend to work consistently with a small number of schools and settings in London where we have established good partnership relationships. We take on a few new schools each year.

The nature of the partnership is defined by the Collaborative Training Agreement that each partnership school is asked to sign. This year we will be continuing work with the Partnership Forum, that will meet during the year to review the course and to give advice and suggestions to the Department on how it can improve its provision and strengthen and extend its partnerships.

We offer free mentor training to staff in our partnership schools. **In the past we have been in a position to offer supply cover, or money direct to teachers if on Saturdays. However, please note that in 2011-12 the university will no longer be in the position to pay schools or mentors undertaking mentor training.**

The mentor training is now at two levels - Stage 1 for class teachers hosting a trainee, Stage 2 for more experienced mentors (who may wish to have a larger responsibility for observing and feeding back to trainees in the same way as our supervising tutors). This is in line with the London Providers Mentor Training Framework. Those advanced mentors interested in what used to be our Stage 3 mentor training, are now able to undertake an M-level postgraduate certificate course in Coaching and Mentoring once a year in twilight sessions; this has to be self-financed.

The dates for these free training opportunities are listed in Appendix 1.

CRB Checks

Please note it is the University's responsibility to carry out an enhanced CRB disclosure check for training students. This follows from a government requirement for Initial teacher training R1.4. Schools are not technically required to carry out their own CRB checks or ask to see CRB disclosures. However, some schools do request confirmation from students of completed CRB documentation. **To this end students are advised to carry their CRB form with them when they attend each school placement. The University only contacts the school in advance if the CRB disclosure form shows there are any issues which a school needs to be made aware of.**

This year payment to schools will be £100 per trainee placement. Where there is a trained Stage 2 mentor in the school the school will be paid an additional £70 for each formal observation/feedback on completion and receipt of our 3-page observation form. This year we are once again offering a **paired placement premium**, which means any school or setting working with two student teachers in the same classroom on school experience, will be paid £250 plus additional payment for each stage 2 mentor's formal observation (as above).

We expect the class teacher hosting a student:

- to attend a Stage 1 Mentor training session (unless they have previously obtained a London Providers Stage 1 Mentor Training Certificate)
- to complete two planned observations of and feedback to the trainee
- to complete the accompanying 'Record of Supervision' forms
- to observe and have some involvement in the feedback at the final joint observation at the end of the placement.

3. ROLES AND RESPONSIBILITIES

Initial Teacher Training Coordinators

The person responsible for ITT in schools that are in partnership with London Met is a key person in the process of training the next generation of entrants in to the teaching profession in the greater London region. The following statement sets out the required roles and responsibilities of the ITT Co-ordinator in the London Metropolitan University ITT partnership.

This guidance is divided into three sections:

- The responsibilities of the ITT Co-ordinator related to London Met trainee(s)
- The relationship and communications with the University, and
- The responsibilities related to school-based staff involved in the training of London Met trainees.

Responsibilities related to trainees

London Metropolitan University expects its partnership school's ITT Co-ordinator to

1. Be the first point of contact for the trainee on arrival at the school/setting.
2. Organise and oversee the trainee's introduction to the school and induction to the school/setting.
3. Maintain contact with the trainee, by meeting informally throughout the placement.
4. Be the point of contact for the trainees if and when queries or problems arise that are not necessarily best dealt with by the class teacher.
5. If they are also trained Stage 2 mentors, to whenever possible take up that role in observations/feedback and file checks for at least one trainee per placement.
6. Carry out other occasional observations of trainees for the purpose of moderation (particularly where there may be issues with the trainee), to provide the student with an experienced perspective and feedback on their practice.
7. Carry out at least twice a year a joint observation and feedback with school-based mentors (or University tutors), particularly where there may be issues with a trainee.

Relationship with the University

London Metropolitan University expects its partnership school's ITT Co-ordinator to

1. Organise the offers of placements in their school/setting and communicate this promptly to the University.
2. Act as the as first point of contact on partnership issues with the University.
3. Liaise with the University over any issues or problems that may arise with their trainees.
4. Support the quality assurance processes of the University by ensuring the completion of evaluation and feedback documentation, where applicable, on the progress of the partnership.

Responsibilities related to school staff involved in the training partnership

London Metropolitan University expects its partnership school's ITT Co-ordinator to

1. Take account of the strengths and weaknesses of the relevant staff in making decisions over the provision of places for offering to host London Met trainees.
2. Support the quality assurance processes of the partnership by maintaining oversight of the suitability and effectiveness of mentors for trainees assigned to the school.
3. Carry out appropriate monitoring and assessment of the overall training provision provided for the trainee(s).
4. Have oversight of the training of mentors for their role, facilitating access to mentor training opportunities provided by the University (or other providers using the London Providers Mentor Training Framework).

Additional (optional) responsibilities

London Metropolitan University welcomes its partnership school's ITT Co-ordinator to, where possible:

1. Support the review and planning of the partnership's programme.
2. Input into the design and modification of the University course and of the Partnership's procedures and practices, both formally through membership of the Partnership Forum, and informally through communications on an ad hoc basis with University staff such as the supervising tutor, the Academic Leader and the Primary Programme Director.
3. Be involved in new initiatives.

Stage 2 Mentors

There may well be an experienced member of staff at the placement school who has been trained on a 12-hour course as a Stage 2 mentor, according to the outcomes of the London Providers Mentor Training Framework. Stage 2 mentors, where class-based, would normally be taking students in their class on a regular basis.

Most Stage 2 mentors also take extra responsibility for students by working with another trainee in a different class from their own. They do this by taking over some of the observations/feedback from the supervising tutor, acting as an extra point of contact for the student and taking a full part in the final joint observation with the supervising tutor and the class teacher. When the supervising tutor makes their preliminary visit to the student, they should find out if a Stage 2 mentor will be formally involved in training the student at the school/setting, and clarify and record on the Preliminary Visit Form (see Appendix 5) who is doing which observation/feedback. The options for this are shown in Appendix 3. Stage 2 mentors and supervising tutors should keep in touch, by phone or email, about the progress of their student through the placement.

Supervising Tutors

Each school in partnership with the University will have a supervising tutor, who is a member of staff employed by the University and assigned specifically to that school. Some of these tutors are permanent staff; some are hired as hourly-paid lecturers (HPLs).

Their role is to support, and to assess, the trainees in their school placement. They visit each school to assist with the school-based training alongside the school, and to ensure high quality liaison between the partners. The main focus of their work is an agreed programme of observations and feedback. Their schedule of visits is listed in Appendix 3. Copies of the observation forms (and the Preliminary Visit Form) are shown in Appendices 4 & 5. Each observation form includes a place where grades, which may be only indicative, are recorded. Immediately after the final observation/feedback on SE1, the supervising tutor will also spend time with the student reviewing the placement, checking the collection of Standards evidence, to be recorded by the student in their Standards Booklets, and the files and then writing a report summing up SE1. After SE2, there will be a separate tutorial at the University, when, among other things, the completion of the Career Entry & Development Profile will be agreed.

The supervising tutor's main role is to support the student through their placement. This is done primarily through the feedback session after the observation, but also through informal contact as and when required. On School Experience, trainees may want to talk to their supervising tutor if a personal matter is worrying them, or interfering with their work or their placement. Please note, however that the group tutor system is intended to pick up such difficulties, and if supervising tutors do not feel competent to deal with them, **they should always advise the trainee to contact their group tutor**. Sometimes the group tutor may not be able to sort out the problem her/himself, but would then refer the trainee to the Course Leader, the Programme Director or Student Services.

Class Teachers

The class teacher is the key person in the school/setting to support and train the student in their placement. They should be a first-class role model for the student, should be available to advise and guide them, and be ready to support them in their professional learning.

Their formal assessment role is less than that of the other professionals involved in the school/setting. It consists of completing two planned observations and feedback of the student (the 'Record of Supervision' form). These forms will be sent from the University's partnership office; the form is shown in Appendix 6. On completion, a copy must be immediately given to the student and one sent back to the University in the pre-paid envelope provided.

Class teachers are also required to be present in the classroom at the final joint observation of the placement and to attend as much as possible of the feedback session that follows that observation so that there can be an agreed summative view of the student's achievements on the placement overall.

The class teacher should try and ensure they are available at every planned visit by the supervising tutor so they can exchange at least a brief word about the student's progress. They should also keep the school's ITT coordinator informed of progress, especially if there are any issues that may arise.

When the student arrives for their first day on School Experience 1 (Monday, November 7th for SE1), they will hand to the class teacher a sheet of A4 card 'Essential Information for Class Teachers: SE1', and on Monday April 16th for SE2 a card 'Essential Information for Class Teachers: SE2'. These are reproduced below. They will also bring for the teacher an A4 sheet giving an outline of the PGCE course (see Appendix 7).

ESSENTIAL INFORMATION FOR CLASS TEACHERS: SE1

- Key staff: Alayne Öztürk Primary Programme Director
 Suzanne Burley Academic Leader for Teaching
 Patrick Eve PGCE Course Tutor
 Annie Rock Partnership Administrator
- This is your student's first placement (although s/he will have done at least two weeks, and in many cases much more, in school prior to the start of the course on September 12th).
- The student starts the practice on 7th November.
- Between Monday 7th November and Thursday 10th November the student needs to find the necessary information about the school/class/setting, including of course getting to know the children (plus identifying 3 to profile). During these four days the student should be observing and helping you with the class/group, plus planning and teaching at least **two** activities per day.
- On Friday 11th November the trainee will be back in the university where a tutor will look at their file and check that there are no problems.
- In the week of 14th November they should progress to planning for and teaching small groups.
- In the week beginning 21st November they must plan for and teach the whole class on occasion, aiming for at least one of the core subjects every day.
- From 28th November onwards they will be working towards teaching the whole class for up to 50% of the week by the end of the placement.
- You as class teacher can facilitate the student's experience by:
 - introducing them to children and other staff (ideally as trainee teachers); students should not be introduced to children by their first names unless this is normal practice for staff in the school
 - helping them negotiate their teaching timetable
 - giving constructive feedback on their planning and taught sessions, particularly with respect to setting realistic learning outcomes and evaluating their practice and children's learning
 - sharing professional expertise and knowledge of the children (including IEPs), which students will require in order to understand the children's needs and to plan and teach effectively
 - wherever possible, showing the student how to teach/ways of teaching and motivating children's learning
 - inviting students to share in planning
 - sharing any forward planning which will impact on their performance
 - inviting the student to share in assessment and record-keeping
 - letting the student know where resources are that they may use, and who the subject co-ordinators are whom they may consult
 -
- By the end of the placement on 15th December, the student must be able to demonstrate that they are capable of teaching and managing the whole class/larger groups over the time of a complete session.

- During the practice, the student should have about 20% non-teaching time which will be expected to be taken on-site, and will be used for planning and preparation, assessment (including some observation of profile children), paperwork (eg maintaining their files, completion of Standards Booklets), observing other age-groups/teachers, etc.
- Your role is crucial in the training of your student. Much of this training will take place informally, discussing what you have observed when your student has been teaching, and supporting her/him with their planning. When you discuss the day with your student, it will be helpful for you to have access to their two School Experience files. You are your student's main contact in the school, so please aid their full involvement in school life.
- We require you to do **two formal observations** and feedback, recorded on our 'Record of Supervision' forms, which will be mailed to you in early November.
- The supervising tutor, besides their preliminary visit 7th – 14th of November, will carry out 3 formal observations during the placement. If you have a trained Stage 2 Mentor in your school, s/he will probably do the second of these observations – this is sorted at the preliminary visit. The final observation will be a joint one between the University supervising tutor plus the class teacher, and the stage 2 mentor where one is involved. You do not need to complete any paperwork – this is left to the supervising tutor/Stage 2 mentor, but you will be asked to attend the feedback for as long as you are able and countersign the observation form with the targets, to show it is an agreed decision.
- Your student will be regularly recording evidence that s/he has met each Standard in his/her Standards Booklet This is their responsibility, but please feel free to support them in this task, and check their entries.
- Every 'lesson/activity' your student is required to plan and teach must be accompanied by an appropriate plan. S/he may choose the format that suits them; these have been discussed and exemplars made available to them. If there is a school format, these may of course be used if they fulfil our requirements.
- If you do have a concern about the progress your student is making, you **must** complete a **Cause for Concern form**. This form is obtainable from our Partnership Administrator Annie Rock (annie.rock@londonmet.ac.uk or 020 7133 2643).
- Please help your student to make imaginative use of all technologies available in your school – most of our students should be proficient with a variety of ICT programs, as they have had opportunities to develop these skills at the University.
- Please initial their school attendance sheet at the end of each week to show they are attending their placement as required.
- At the end of the practice students should have completed their final reflective evaluation of SE1, the summative reports for the three profile children, and have at least two pieces of evidence in their Standards Booklet for addressing as many of the standards as possible on this practice.
- Finally, thank you for taking one of our students into your class. We are very grateful, and aware that the learning that takes place in the placement is crucial in your student's preparation for becoming a teacher. Without you as a quality role model and without your support, this could not happen.

ESSENTIAL INFORMATION FOR CLASS TEACHERS: SE2

- Key staff:

Suzanne Burley	Academic Leader for Teaching
Alayne Öztürk	Primary Programme Director
Patrick Eve	PGCE Course Tutor
Annie Rock	Partnership Administrator
- Your student has successfully completed 6 weeks in school as part of School Experience 1. Their final report on SE1 (with targets for SE2) will be in their file for them to show you. S/he has also done an additional three weeks school placement in a different setting (as well as a minimum of ten days pre-course experience). This experience in schools has been preceded by 18 weeks training at the University. The Early Years Foundation Stage and National Curriculum will have been addressed, and all of the Foundation subjects and RE will have been covered.
- 16th April - 19th April your student will need to find the necessary information about their new school and class, including of course getting to know the children (and identifying 6 to profile). S/he should also plan, teach and evaluate at least twice a day from Wednesday onwards, whether with small groups, key groups, half/whole class, following the set plans for the week. If possible s/he should teach the core subjects and a foundation subject during that time.
- On Friday 20th April the trainee will be back in the university where a tutor will look at their file and check that there are no problems.
- Please bear in mind that Early Years students whose first practice was in foundation stage may need additional support with planning, particularly with the Primary Framework. If their practice was in KS1 they may need initial support planning with the Foundation Stage documentation.
- The speed at which your student moves towards teaching the whole class will to some extent depend on their individual needs. **Normally, we would expect students to teach and evaluate about 50% of the time in the week beginning 23rd April, moving to about 70% in the next week. By the week of 21st May s/he will be expected to be working towards teaching the whole class (KS1 & KS2) for up to 80% by half term.** During this period s/he will need help and support from you with her/his planning and assessment.
- During the practice, the student should have roughly about 20% non-teaching time which will be expected to be taken on-site, and will be used for planning and preparation, assessment (including some observation of profile children), paperwork (eg maintaining their files, completion of standards evidence, observing other age-groups/teachers, etc.)
- Your role is crucial in the training of your student. Much of this training will take place informally, discussing what you have observed when your student has been teaching, and supporting her/him with their planning. When you discuss the day with your student, it will be helpful for you to have access to their two School Experience files. You are your student's main contact in the school, so please aid their full involvement in school life.
- We ask you to do **two formal observations** and feedback, recorded on our 'Record of Supervision' forms, which will be mailed to you for early May, one to be completed before half term, and one after.

- The supervising tutor, besides their preliminary visit 16th April – 25th April, will carry out 4 formal observations during May/June. If you have a trained Stage 2 Mentor in your school, s/he may well take over one or two of the first 3 of these observations – this is organised at the preliminary visit.
- The final observation will be a joint one between the University supervising tutor and the class teacher, plus the Stage 2 mentor where they have been involved. You do not need to complete any paperwork – this is left to the supervising tutor/Stage 2 mentor, but you will be asked to attend the feedback for as long as you are able and countersign the observation form with the targets, to show it is an agreed verdict.
- Your student will be regularly recording evidence that s/he has met each Standard in his/her Standards Booklet. This is their responsibility, but please feel free to support them in this task and check their entries.
- Every 'lesson/activity' your student is required to plan and teach must be accompanied by an appropriate plan. S/he may choose format that suits them; these have been discussed and exemplars made available to them. If there is a school format, these may of course be used if they fulfil our requirements.
- If you do have a concern about the progress your student is making, you **must** complete a **Cause for Concern form**. This form is obtainable from our Partnership Administrator Annie Rock (annie.rock@londonmet.ac.uk or 020 7133 2643).
- Please help your student to make imaginative use of all technologies available in your school – most of our students should be proficient with a variety of ICT programs, as they have had opportunities to develop these skills at the University.
- Please can you ensure that students are encouraged to develop their own resources to support their teaching, and to create at least two interactive displays.
- Please initial their school attendance sheet weekly to show they are attending their placement as required
- At the end of the practice students will need to have completed their final reflective evaluation of SE2, the summative reports for their six profile children, their evidence of addressing the standards in their Standards Booklet and a draft copy of their CEDP in readiness for being signed off by supervising tutors.
- Finally, thank you for taking one of our students into your class. We are very grateful, and aware that the learning that takes place in this final placement is crucial in your student's preparation for becoming a teacher. Without you as a quality role model and without your support, this could not happen.

Students

We expect students to:

- be professional (see Code below)
- have documentary evidence that they have completed CRB clearance with them when visiting the school, should the school request it
- fit in with the teacher's normal organisation and within this negotiate a teaching timetable
- join in all class activities, including swimming, library visits, singing, assemblies (you have the right to withdraw from collective worship on religious grounds); check with the teacher if in doubt
- take responsibility for class management when timetabled to do so, and show initiative in this area when working with the class teacher
- look for opportunities to work with individual children, to get to know them and how they learn
- gain experience alongside the class teacher in supervising children in the playground
- keep files up to date; NB ensure planning and assessment documentation is always fully up-to-date and available in school
- join in with school activities (assemblies, staff meetings, INSET sessions) wherever possible

Professional Code for Students

- remember the principles of equal opportunities and implement them with respect to everyone you work with
- be willing to learn from all the professionals you work with in schools and settings
- organise thoroughly for all your teaching by ensuring resources and session plans are prepared in advance and in consultation with the class teacher as appropriate
- always notify the school as early as possible on the day if you are unable to come in during school placement, for example, due to illness
- ensure your school attendance sheet is signed at the end of every week, normally by the class teacher (a senior member of staff would be acceptable)
- be punctual; you should be in school at least half an hour before the children and remain long enough at the end of the day to clear up, review the day with the teacher if s/he is available, and make provisional plans for your next day/visit
- remember you are not just assigned to a class; involve yourself in the wider life of the school
- dress appropriately in accordance with the dress codes operating in the school
- do not leave the school premises during school time, unless it is essential, in which case seek permission and let a senior member of staff know
- offer, and be available to attend, informal and formal meetings, which may be before or after school, with your teacher and staff members
- attend school on the days specified - this is compulsory and is a requirement of the TDA.

Trainees have hard copies and Weblearn access to a 'School Experience Handbook' relating to their school placement, giving them the information they need. Much of its contents are duplicated in this booklet.

4. PROCEDURES

TDA requirements

From 2008 the TDA revised regulations in a booklet entitled 'Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training' which all teacher training providers must work to; these set out the requirements for the award of Qualified Teacher Status. Copies of the new Standards are available from the TDA website www.tda.gov.uk/qts and are also included in Appendix 8 They are also available on A4 card from the Partnership Administrator.

The training plan set out for the students' year by the University allows for trainees to be in schools or educational settings for 18 weeks. If a student were forced to miss a considerable amount of this time (e.g. for illness), s/he would not be able to complete the Standards and would probably need to extend his/her practice in school. This would be negotiated as required.

Assessment Procedures

Observation Forms.

There is a set of observation forms which Stage 2 Mentors and supervising tutors and will use every time that they formally observe a trainee in the classroom.

They need to be filled in within 24 hours, ideally on the same day. The trainee is given the top (white) copy, the yellow copy is left for the teacher, the blue copy is to be returned to the University within one working day, and the final pink copy is for the Stage 2 mentor or supervising tutor completing the form. The time for observation and feedback is normally between 1½ and 2 hours in total, typically an observation up to an hour, a brief discussion with the class teacher about progress, and 30-45 minutes feeding back and discussion with the student.

There are two different observation forms – one for the first two substantive observations on SE1 (the Formative Observation Form) and one for the final joint observation on SE1 and for the observations on SE2 (the Summative Observation Form). Copies of these are in Appendix 4; the NCR versions are available from the Partnership Administrator.

Please note that the Formative Observation Form has on Page 1, a choice of box: To date your progress is 'Satisfactory' and 'Unsatisfactory', plus we also ask for an **indicative grade** to be given using the four-point Ofsted scale indicated. **Please note, the final Summative observation form for each practice will include a box, 'This grade represents the final agreed grade for this school experience', for you to complete to indicate what the final agreed grade is.**

At this point in the practice you are judged:	
<input type="checkbox"/> 1. Excellent	<input type="checkbox"/> 3. Satisfactory
<input type="checkbox"/> 2. Good	<input type="checkbox"/> 4. In danger of failing
<input type="checkbox"/> This grade represents the final agreed grade for this school experience	

If a trainee is weak and in need of extra support, the Partnership Administrator at the University should be informed, a '**Cause for Concern**' form should be completed (see further information below), and an extra visit by the supervising tutor could also be agreed. Electronic copies of the forms can also be downloaded from the University's partnership website. Please ensure, if you wish to use electronic versions of the forms that copies of the completed forms are given to the trainee, the class teacher, and another to be returned to the University.

It is **extremely important** to fill in the boxes relating to the trainee's progress at each observation. It is part of the trainee's entitlement to know whether they are progressing satisfactorily or not. If they are not kept informed in writing, they may be able to appeal successfully against decisions taken at the Assessment Board, and be entitled to repeat a practice as if it were a first sit.

It is also part of trainees' entitlement to have the targets section of the observation form filled in at each visit. This should be done collaboratively with the trainee.

Trainees must be helped to progress and develop, through being given clear guidelines about areas they need to work on. As part of their reflective practice, trainees will be evaluating the previous week, and they will need to use the targets to help them focus on their needs and strengths. Please note there is also a box on the form for you to use which indicates if, in your judgement, the trainee needs to be recommended for further support in English or Maths subject knowledge. This is particularly relevant for PGCE students on SE1.

Trainees' files.

Setting up and maintaining a methodical, well-organised file is an important requirement in trainees' professional training and development. Supervising tutors (and Stage 2 mentors) have a role in monitoring and providing guidance about the file. Files are intended to be working documents for the student, and accessible to teachers, mentors and tutors. They should **always** be available in the classroom.

Trainees are given advice about the contents and the organisation of the files in the Professional Studies Taught Course and in their School Experience Handbook. They need two separate files for each of their two main school placements. The first file is the one in which the bulk of their documentation on school experience is kept; their second file is used for record-keeping, assessments of children and for information about their profile children.

Detailed lists of what students need to have in their files for the different placements are in their School Experience Handbook. These are also listed in Appendix 12. These files will be checked at the University by Group Tutors – for SE1 on Friday, November 11th, 2011 and for SE2 on Friday, April 20th, 2012.

The Standards

Most of the Standards are assessed through school placements and trainees should be regularly collecting and recording evidence in their Standards Booklet, which supervising tutors (and Stage 2 mentors) should check is being done. Enclosed (in Appendix 9) are indicative criteria for assessment from the London Providers, which may be helpful. A minority of the Standards will be achieved through the taught courses and a few can be assessed through course work, assignments and audits.

Assessing School Experiences

1) *Observation forms* used during supervision visits: see section above.

2) *Joint observations – the final observation and feedback* is when the class teacher and Stage 2 mentor (where one is involved) are also present for the observation and feedback; both the tutor and the Stage 2 mentor should each complete the first two pages of an observation form while watching the student teach. During the feedback, which the class teacher must attend for as long as possible, only the supervising tutor completes Page 3 of the observation form, which is signed by **ALL** parties. **All parties must agree the final grade and indicate in the box, 'This grade represents the final agreed grade for this school experience'**. The class teacher is not required to complete any paperwork at this observation.

3) *'Record of Supervision' forms*. Class teachers (Stage 1 mentors) are asked to observe, feed back and complete two of these for their trainee and to return the blue copies to the University using the reply-paid envelopes supplied.

4) *Post-practice briefings* when the trainee's final paperwork is checked. For SE1 this takes place as part of the final extended visit by the supervising tutor and involves an end of placement form to summarise the student's achievements and needs. For SE2, the 1-hour one-to-one post-practice briefing will take place at the University during the final week of the course. A Career Entry and Development Profile will be prepared in advance by the student to be agreed at the tutorial.

6) *Assessment Boards*. Final decisions on a student's placement are made by the University's Board which decide whether the trainee should pass or fail (or, in exceptional circumstances, be offered a resit). **It is essential that final joint observation form, with the final grade clearly indicated, are sent to the Partnership Administrator as soon as possible after the final joint observation, so that the data can be entered onto our data base and processed in time for the Assessment Board.**

'Cause for Concern' Forms

These forms can be a crucial record if there are concerns about a student in their placement. If a student is in danger of failing (graded 4), or is only operating at a barely satisfactory level and has some major areas of weakness, a 'Cause for Concern' form should be completed. This would normally be done by the school (usually by the ITT coordinator), but could be done by the supervising tutor. A copy of the form is shown in Appendix 10. The carbonised form itself can be obtained from the Partnership Administrator's office and after it is filled in, it should be returned immediately. Receipt of such a form will mean that the Primary Programme Director and the student's supervising tutor will be informed, so that possible support for the trainee can be discussed. For example, the trainee may be called in to the University for a tutorial, an extra visit by the supervising tutor may be authorised or there may be the need for an extended practice in school.

The Cause for Concern form allows concerns to be set out in writing and ensures that we have a proper record of any difficulty. It can be an important document if a student is in danger of failing and comes up for final assessment at the Board.

A Cause for Concern form should be initiated by the mentor, supervising tutor or a senior member of school staff in cases of:

Lack of progress	A student is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular phase of the course. Such cases may be resolvable if action is taken early enough.
Lack of professionalism	For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, difficult relationships with staff, and so on.
Professional misconduct	The student has acted in a way which is professionally unacceptable.

The purpose of initiating a Cause for Concern Form is to make certain that the student is aware of the concerns at the earliest possible stage in order that an appropriate supportive action plan can be agreed in partnership with the student. The university encourages school staff to err on the side of caution and report a cause for concern, which is then resolved, rather than to wait indefinitely, hoping for an improvement, which does not materialise. In such cases it may be too late to make an effective intervention.

The Cause for Concern is intended to:

- Make everyone aware that the concerns are sufficiently serious to warrant a fail grade if there is not progress.
- To clarify what needs to change in order for a student to pass.

The Cause for Concern should not be seen as the first step to an inevitable fail grade. With appropriate targets and changes to the training (where required) and sufficient effort from the student, we should aim to address the concerns in a positive manner.

The kinds of actions, which may be appropriate, include:

- Ensuring the student receives clear, unambiguous and consistent guidance about action to be taken.
- Ensuring the teaching load is appropriate for the current situation.
- Arranging for the student to work alongside an experienced teacher in a support role.
- Providing extra support in developing the student's subject knowledge.
- Arranging for additional, focused observation in order to develop the student's understanding of good teaching in practice.
- Setting clear and unambiguous short-term achievable targets.

Placement Difficulties

For the vast majority of students, School Experience weeks are rewarding times, but occasionally a problem arises. If this is the case, and depending on what the problem is, the student is recommended to discuss it with either their supervising tutor, their Group Tutor at the University, their class teacher, the Stage 2 mentor (if one is involved) or the ITT coordinator, to see if a solution can be found. In most cases problems are resolved.

Where the problem still persists, a student's concern must be put in writing and sent to the Academic Leader for Teaching. This is discussed as swiftly as possible with the Primary Programme Director and a decision made. In the unlikely event that a change of placement is required, students are told that this will inevitably mean delay in being allocated to a different school and will probably mean them not completing the course at the same time as the rest of the students.

Students are told that in no circumstances should they remove themselves from a placement, as this constitutes failing the school experience.

Other circumstances

Occasionally circumstances arise where a trainee cannot complete school experience due to personal circumstances. In these cases, they are advised to think carefully through their options, and to discuss the situation with their Group Tutor. If they feel they might need to defer completing the practice they must inform their class teacher and supervising tutor and then arrange to see Alayne Öztürk, the Primary Programme Director, as soon as possible to discuss the matter and decide the way forward. Deferral will be subject to University academic regulations and may not be approved by the University registry.

If they have specific personal circumstances, they may also be eligible to complete a mitigating circumstances form, which supports the reasons for deferring the practice. If they are ill or are caring for someone who is ill, they will also be required to supply medical evidence. The Primary Programme Director will give advice about this.

Additional School Experience

The purpose of the Additional School Experience (ASE) between February 6th and March 2nd is to ensure all students get full coverage of the relevant Key Stages during their course. The University informs each student what type of placement he or she needs, particularly in terms of age range. Students are then responsible for finding appropriate placements for these three weeks; for many students this could be in their SE1 school and they may well be approaching the ITT coordinator to discuss this with them. Some students will be able to have the ASE placement in a special school, but this will need to be negotiated with the SEND coordinator, Jon Daveney.

Other procedures

Equal opportunities

The University has an Equality and Diversity Policy and a Race Equality Policy. The policies can be viewed on the University's website: <http://www.londonmet.ac.uk>. In addition the Department of Education has guidelines about racist incidents either in the University or on a School Placement

(see Appendix 11). All tutors and trainees are expected to respect the Equality and Diversity Policy and Race Equality Policy and, in turn, they can expect to have their own rights respected. Partnership schools undertake to respect the policy, and the University likewise undertakes to respect the schools' own Equal Opportunities Policies.

If there is any apparent breach of any aspect of the Equality and Diversity Policy and Race Equality Policy, tutors and mentors should immediately inform the Primary Programme Director who will follow up any complaint.

The Disabilities and Dyslexia Service exists at the University and is located in the Tower Building. If you feel a trainee might benefit, please approach the trainee's group tutor or the Partnership Administrator.

Attendance on Placements

The expectation is that there is 100% attendance for all school experience placements across the academic year. If a student is ill or unable to attend nursery/early years setting/school at any time they MUST observe the correct procedures:

- contact the setting/school as early in the day as possible letting them know how long the absence is likely to be
- contact their group tutor to let them know how long the absence is likely to be
- inform their Supervising Tutor if they are likely to be away for more than 3 days (or if a visit has been arranged).

Students are reminded that it is most important that they keep an accurate record of attendance in the back of their SE Handbook and the class teacher initials it. If they miss too many days, these may well have to be added on to the end of their placement.

SE evaluation

At the end of the school experiences, trainees will be asked to complete evaluation forms which give them the opportunity to comment in some detail on their experience. Supervising tutors are also asked to give evaluations of the school placements at the end of the academic year. Mentors are also given an opportunity to evaluate the placements. These evaluations enable the University's ITE team to monitor effectiveness and collect evidence on quality.

APPENDIX 1

Primary PGCE London Providers on-site mentor training dates for 2011-12

Stage 1 - one day, 9.30 – 3.30

1. Wednesday 19/10/2011
2. Thursday 27/10/2011(study week)
3. Wednesday 09/02/2012
4. Tuesday 20/03/2012

Stage 2 – two days, 9.30 – 3.30

1. Thursday 17/11/2011 and Friday 18/11/2011.
or
2. Wednesday 18/04/2012 and Thursday 19/04/2012

APPENDIX 2

PGCE Placement Dates 2011/12

Autumn Term: 12 September 2011 – 16 December 2011 (Schools half-term 24 – 28 October)

Week beginning	12/9	19/9	26/9	3/10	10/10	17/10	24/10	31/10	7/11	14/11	21/11	28/11	5/12	12/12
PGCE							Schools half-term		School Experience 1*					

*Students will be back in the University on Fridays 11/11/11 and 16/12/11

Spring Term: 3rd January 2012 – 30 March 2012 (Schools half-term 13 – 17 February)

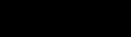
Week beginning	2/1	9/1	16/1	23/1	30/1	6/2	13/2	20/2	27/2	5/3	12/3	19/3	26/3	
PGCE						*ASE	Schools half-term	ASE (cont.)	ASE					

* Additional School Experience

Summer Term: 16 April 2012 – 29 June 2012 (Schools half-term 4 June – 8 June)

Week beginning	16/4	23/4	30/4	7/5	14/5	21/5	28/5	4/6	11/6	18/6	25/6	
PGCE	School Experience 2*							School half-term				

*Students will be back in the University on Friday 20/4/12

Whole weeks in school:  PGCE School Experience

 PGCE Additional School Experience

APPENDIX 3

Suggested Observation and feedback schedule

Primary PG SE1:

Preliminary	7/11/11 – 14/11/11
1	15/11/11 – 25/11/11
2	28/11/11 – 5/12/11
3 (joint)	6/12/11 – 15/12/11

Primary PG SE2:

Preliminary.	16/4/12 – 25/4/12
1	26/4/12 – 11/5/12
2	14/5/12 – 25/5/12
3	28/5/12 – 8/6/12
4 (joint)	11/6/12 – 22/6/12

If there is a trained Stage 2 Mentor in the school, they should be involved in mentoring a trainee. The class teacher would not normally be the Stage 2 Mentor. The pattern of supervision would be as follows:

Primary PG SE1:

Preliminary	University supervising tutor	7/11/11 – 14/11/11
1.	University supervising tutor	15/11/11 – 25/11/11
2.	Stage 2 Mentor OR University supervising tutor	28/11/11 – 5/12/11
3.: Joint.	University supervising tutor PLUS Stage 2 Mentor AND Class teacher	6/12/11 – 15/12/11

Primary PG SE2:

Preliminary	University supervising tutor	16/4/12 – 25/4/12
1.	University supervising tutor	26/4/12 – 11/5/12
2.	Stage 2 Mentor OR University supervising tutor	14/5/12 – 25/5/12
3.	Stage 2 Mentor OR University supervising tutor	28/5/12 – 8/6/12
4.: Joint.	University supervising tutor PLUS Stage 2 Mentor AND/OR Class teacher	11/6/12 – 22/6/12

Lesson Observation Commentary: Formative

Trainee's Name: _____ School: _____

Date: _____

Class/Year Group: _____ Number In Class: _____ Lesson Time:

Observer: _____ Lesson Theme:

To date your progress is:

- Satisfactory
- Unsatisfactory

Indicative grade:

- 1. Very good
- 2. Good
- 3. Satisfactory
- 4. At risk of failing

You are recommended for further support in English/Maths subject knowledge

Narrative of Lesson Observed:

Trainee's Name: _____ School: _____

Date: _____

Lesson Observation Standards Sheet

This form may contribute to the trainee's evidence base when claiming success in achieving the QTS Standard.

Trainee's Name: _____ School: _____
Date: _____

Professional Standards: Please comment under each of the Standards heading as appropriate taking into account the practice observed, documentation, and discussions with the trainee and relevant school staff.

Professional attributes:

Professional Knowledge and Understanding:

Professional Skills:

Strengths:

Targets:

Observer's Signature: _____ **Date:** _____

Trainee's Signature: _____ **Date:** _____

[THIS IS PAGE 1 OF 3; PAGES 2 & 3 ARE AS ON FORMATIVE FORM]

Lesson Observation Commentary: Summative

Trainee's name: _____ School: _____ Date _____

Class/Year Group: _____ Number in Class: _____ Lesson Time: _____

Observer: _____ Lesson Theme: _____

At this point in the practice you are judged:

1. Excellent

3. Satisfactory

2. Good

4. In danger of failing

Narrative of Lesson Observed:

APPENDIX 5

Primary & Early Years PGCE – Preliminary Visit Form: SE1

Supervising Tutor _____

Date of this preliminary visit (MUST be completed)	_____(day)_____month) _____(year)
Name of student	
School name	
Headteacher	
Teacher responsible for ITT	
Class/Year Group	
Class teacher name (including title)	
When/where Stage 1 Mentor training undertaken*	
Name of Stage 2 Mentor who will be supervising student (if any)	
When/where Stage 2 Mentor training undertaken*	
Proposed dates of visits	Visit to be carried out by
1. (preliminary): 7/11/11 – 14/11/11	Tutor
2. 15/11/11 – 25/11/11	University supervising tutor (or Stage 2 mentor)**
3. 28/11/11 – 5/12/11	Stage 2 mentor/ (or University supervising tutor)**
4. (joint) 6/12/11 – 15/12/11	University supervising tutor PLUS Stage 2 mentor AND class teacher

*Stage 1 or Stage 2 mentor training provided under the London Providers Mentor Training Framework

**Delete as applicable

Please return to Annie Rock as soon as possible after this preliminary visit has taken place.

Signature of tutor: _____

Primary & Early Years PGCE – Preliminary Visit Form: SE2

Supervising Tutor _____

Date of this preliminary visit (MUST be completed)	_____(day)_____month) _____(year)
Name of student	
School name	
Headteacher	
Teacher responsible for ITT	
Class/Year Group	
Class teacher name (including title)	
When/where Stage 1 Mentor training undertaken*	
Name of Stage 2 Mentor who will be supervising student (if any)	
When/where Stage 2 Mentor training undertaken*	
Proposed dates of visits	Visit to be carried out by
1. (preliminary): 16/4/12 – 25/4/12	Tutor
2. 26/4/12 – 11/5/12	University supervising tutor (or Stage 2 mentor)**
3. 14/5/12 –25/5/12	Stage 2 mentor/ (or University supervising tutor)**
4. 28/5/12 – 8/6/12	Stage 2 mentor/ (or University supervising tutor)**
5. (joint) 11/6/12 – 22/6/12	University supervising tutor PLUS Stage 2 mentor AND class teacher

*Stage 1 or Stage 2 mentor training provided under the London Providers Mentor Training Framework

**Delete as applicable

Please return to Annie Rock as soon as possible after this preliminary visit has taken place.

Signature of tutor: _____

Preliminary Visit

The supervising tutor on this visit will:

- Acquaint (or re-acquaint) themselves with the school, meet the contact at the school who is responsible for ITT, and identify where the school will need support in the training of the trainee
- Check whether there will be a trained Stage 2 Mentor who will be doing formal observation & feedback of the student
- If yes to above, map out exactly who is doing which observations – the supervising tutor or the Stage 2 Mentor and record this on the Preliminary Visit Form
- Meet and talk with the class teacher (and Stage 2 mentor where appropriate) about the trainee's progress and commitment shown so far and their relationships with children and staff.
- See if the class teacher is booked for Stage 1 Mentor training, or has already been trained as a Stage 1 Mentor and record this on the Preliminary Visit Form; if not, try and encourage them to come to mentor training on one of the dates listed in Appendix 1
- Assess the trainee's progress in setting up files and recording their first entries; if there are major concerns about readiness, the University should be alerted immediately
- Talk with the trainee about their first few days and complete the Preliminary Visit Form
- Wherever possible, observe the trainee delivering a planned activity with a small group (e.g. reading a story, supporting a Numeracy activity, working with children with special needs, etc)

APPENDIX 6



Record of Supervision (Primary)

To be completed by class teacher (Stage 1 Mentor)

Name of Trainee Teacher:			Class teacher (Stage 1 mentor):	
Course: (circle as appropriate):	BEd PGCE: SE1 SE2		School:	
Please comment under each heading below:	Year Group:	Date:	Time observing:	Curriculum area:
Time feeding back:				
Narrative of lesson observed:				
Strengths			Agreed Targets	

Class teacher (Stage 1 Mentor) Signature: _____ Trainee signature: _____

White copy: trainee

Yellow copy: class teacher

Blue copy: University to file

Please send University copy on completion of form

APPENDIX 7

OUTLINE OF PGCE PRIMARY COURSE 2011-12



Course Programme

The PGCE is a one-year programme consisting of twenty weeks of taught course in the University, and a minimum of eighteen weeks in school. School Experience supplies a central role in the trainee teacher's thinking and development. Teaching, school-based tasks, reflection, critical analysis, evaluation and identification of areas for further development, play an important part in this process, and are a foundation upon which we build. The demands, expectations and challenges of teaching in multi-lingual and multi-cultural settings are developed throughout this course, which is underpinned by equal opportunities principles. We value the support and contributions that colleagues in school can make to the course.

From September 2007 government regulations required all PGCE course providers to specify whether their PGCE programmes include substantial elements of study at postgraduate level, i.e. at Masters degree level (M level). Courses which follow the traditional structure and which require Honours degree academic standards (H level) are to be called Professional Graduate Certificate in Education, whereas those including work at Masters degree level will be called Post Graduate Certificate in Education. Both will be referred to by the abbreviation PGCE.

All trainees will register in September 2011 for the Professional Graduate Certificate of Education qualification. This is the same course we have traditionally run at London Metropolitan University but, in response to new government regulations, we have altered the name. This course leads to recommendation for Qualified Teacher Status (QTS) and to the award of a PGCE. This qualification is at the same academic level as the third year of an Honours degree.

Trainees may apply to join the Post Graduate Certificate of Education programme during semester one. If successful, they will be studying for 60 credits at Masters Level alongside the traditional PGCE studies.

The Professional PGCE course and Postgraduate PGCE course both comprise of modules in Professional Studies, Core and foundation subjects with RE and PE. Students on the Masters level route will be undertaking Professional Studies, and one of the core subjects, at M level.

Professional Studies

This programme explores the key generic issues of educational theory and classroom practice, and considers analytically current initiatives and Government directives. Different strategies for learning and teaching are examined and, in the current climate of change, the roles and responsibilities of the teacher are addressed. Classroom organisation, behaviour management, special educational needs, planning, assessment for learning, creativity, working with and managing adults, inclusion are some of the issues that will be scrutinised. Professional Studies acts as a central 'spine' and underpins the rest of the PGCE programme. Many themes and issues are picked up in Core and Foundation sessions, to enable students to make links and contextualise their learning.

Tutor groups are age-range-specific, and students may expect to experience teaching sessions in their individual tutor groups, as a whole cohort and in individual tutorials throughout the programme.

Core subjects and ICT

These sessions consist, essentially, of four key strands: students' own subject knowledge and the knowledge required to teach their age range confidently and competently; knowledge and understanding of pedagogy; an understanding of the theoretical underpinning of educational concepts and developments; and practical application of these.

Early Years and Primary groups will have a cross-curricular week again this year in order to experience this first-hand, and as well as discrete ICT sessions, ICT will be integrated into other subject areas.

Foundation subjects

In compliance with TDA requirements, we ensure that our students have 'sufficient understanding of a range of work' across the Foundation subjects. By the end of the course all students will experience four three-hour sessions in all of the foundation subjects (Geography, History/ PSHE, Art, D&T, Drama and Music). Primary students will have two whole days of modern foreign languages teaching, and Early Years students will experience a week of early years foundation stage experience during week four of the taught course. All Foundation subject courses aim to give students practical experiences to teach these areas competently in school, but we rely on schools to support students, as they will only have received a 'taster' of each subject.

Assessment

There are assessments throughout the year for the three Core subjects, and Professional Studies. Students are assessed through portfolios of work, which include essays, tasks relating to school experience, subject knowledge tasks, production of multi-media materials and presentations.

School Experience 1 (SE1)

Please note, when the students start their School Experience 1 they will only have had their induction week and six weeks of taught sessions, and not an experience across all subject areas. This will mean that all students have typically experienced five sessions of Professional Studies and Core subjects, and five ICT sessions. Students will have had a variety of Foundation Subjects but not all. Clearly this will have an impact upon levels of confidence and competence in teaching some aspects of the curriculum

APPENDIX 8

Professional standards for qualified teacher status

Those recommended for the award of QTS should:

1 Professional attributes

Relationships with children and young people

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Frameworks

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

2 Professional knowledge and understanding

Teaching and learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

2 Professional skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

- (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
- (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- (d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

APPENDIX 9

LONDON PROVIDERS INDICATIVE CRITERIA FOR END OF SE1

Professional Attributes

Unsatisfactory
Relationships You establish relationships with children that are not as positive as they could be and do not encourage children to develop either personally or intellectually. You have difficulty in creating sound professional relationships with the adults you work with. You fail to take sufficient account of the important role played by the home environment when planning teaching or working with children. While you are able to work individually you find it difficult to collaborate with others. You are unable to maintain your SE file as a useful, professional document and so fail to provide evidence for your own professional development. You seem to demonstrate a lack of commitment to the placement.
Professional Development You fail to seek advice or act upon it appropriately. You find it difficult to adapt to changing expectations. You have difficulty in accepting responsibility for your own professional development and do not set yourself appropriate targets for development. You do not appear to have understood sufficiently roles and responsibilities held by teachers and how these impact upon professional behaviour.
Satisfactory
Relationships You are able to develop supportive and constructive relationships with children. Children are keen to work with you and respond well to your authority. You set high standards within the class room and are able to model expectations for personal interactions. You seek to develop the classroom as a stimulating learning resource. You continue to communicate effectively and confidently with both the children and the adults within your class. You continue to build collaborative working relationships with colleagues in the class room. You recognise the importance of parents and carers and the contribution that they make to the development and well being of children in your class and seek to build on this in your teaching. You are also keen to engage professionally with parents and carers of the children in your class. You are keen to develop your SE file as a professional tool, ensuring that you are prepared for role within school. You are able to present yourself in a professional manner at all times in school.
Professional Development You recognise range of professional responsibilities held by teachers and how these might affect school practice. You have begun to implement a range of school policies. You have begun to take responsibility for your own professional development. You are able to set yourself targets to improve your practice and understanding. You are prepared to accept new ideas and respond thoughtfully and proactively to advice.
Good
Relationships You are able to develop supportive and constructive relationships with children that promote a positive class room ethos. Children approach the activities that you plan with interest and you are keen to extend their learning. You provide a good role model by setting high standards for yourself and the children within the class. You demonstrate that you are able to use the class room as a rich and stimulating learning environment. You communicate well and are able to build sound collaborative relationships with staff,

children and where appropriate their parents. Your teaching makes careful links to the personal interests and backgrounds of the children. You continue to develop your SE file making increasing use of this as a professional document and tool. You are professional hard working and committed.

Professional Development

You have begun to understand the range of professional responsibilities held by teachers and consider how these might affect school practice. You have begun to implement a range of class room and school policies. You take increasing responsibility for your own professional development. You set yourself appropriate targets to improve your practice and understanding. You are adaptable and actively seek advice on how to develop your own practice.

Very Good

Relationships

You are able to develop very sound supportive and constructive relationships with children that contribute to strong positive class room ethos. You are able to stimulate the children's desire to learning with your own enthusiasm and the interesting activities you develop. Your own high personal standards are communicated thoughtfully to the children. The class room environment is developed as a stimulating and dynamic resource. You communicate with confidence and skill building appropriate collaborative relationships with staff and children and where appropriate their parents. You make thoughtful and appropriate links with children's home environments and reflect this in your teaching. Your SE file is a useful and increasingly effective professional document and tool. You are always professional hard working and committed.

Professional Development

You understand that there are a range of professional responsibilities held by teachers and recognise that these include statutory requirements. You have begun to implement effectively a range of class room and school policies. You take thoughtful responsibility for your own professional development setting yourself increasingly challenging targets. You are adaptable and flexible You are proactive in seeking advice on how to develop your own practice, reflecting on the key areas for improvement.

Professional Knowledge and Understanding

Unsatisfactory

Teaching and Learning

You have a restricted understanding of teaching, learning and behaviour management strategies and rely on a very limited range of approaches. You find it difficult to understand what is meant by personalised learning or how this affects children's learning. You make little use of formative assessment techniques. You do not understand the place of statutory assessment requirements such as SATs. You make limited links between children's personal backgrounds or home environments and their achievement. You do not understand how to plan for those with SEN or EAL and do not recognise the role of those who support children with specific needs. You have a restricted understanding of different types of SEN. You have failed to develop your understanding of how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

You have failed to extend your understanding of the Core subjects and ICT. You do not demonstrate increased understanding of your own subject specialist area and a range of Foundation subjects or make effective use of documents such as NC, EYFS and PNS as necessary. Your understanding of the wider professional elements of your role is limited.

Satisfactory

Teaching and Learning

You have developed a range of teaching, learning and behaviour management strategies and begun to put some of these into practice. You understand the concept of personalised learning and how it might be used to help children develop. You know about the use of formative assessment techniques to identify what sort of support children need. You understand that there are statutory assessment requirements such as SATs tests. You have begun to investigate how to set specific targets for children. You understand how children's home environment and personal background affects their learning and how to use this to inform your planning and teaching. You continue to develop your understanding of the role of those who identify and support children with SEN. You have begun to widen your understanding of different types of SEN. You know about how to plan to support children with individual needs including children with EAL. You have increased your own understanding about how colleagues in school support children with difficult personal circumstances. Your planning demonstrates how you value children's diversity. You have begun to further gather information about how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

You have further developed your understanding of the Core subjects and ICT. You have developed your understanding of your own subject specialist area and a range of Foundation subjects using documents such as NC, EYFS and PNS as necessary. You use your own skills in English, mathematics and ICT to develop your professional role through research into wider aspects of your role.

Good

Teaching and Learning

You have developed a range of useful and appropriate teaching, learning and behaviour management strategies and know how to put some of these into practice. You have a sound understanding the concept and use of personalised learning. You know how formative assessment techniques are used to support children's learning. You understand the purpose of statutory assessment requirements such as SATs tests. You have begun to investigate how to set specific targets for children. You use understanding of children's

home environment and personal background and how this affects their learning when planning. You continue to develop your understanding of the role of those, within the class and school, who identify and support children with SEN. You have begun to develop increased understanding of the range of SEN and how this affects learning. You know about how to plan appropriately to support children with individual needs including children with EAL. You are thoughtful when planning to celebrate children's diversity. You reflect on how different aspects of ECM are considered in your placement school.

Subjects and Curriculum

Your increased understanding of the subject requirements for the Core subjects and ICT is sound. You also have a sound understanding of your own subject specialist area and a range of Foundation subjects making good use of documents such as NC, EYFS and PNS when planning. Your understanding of the wider professional elements of your role is developing.

Very Good

Teaching and Learning

You have developed a wide range of useful and appropriate teaching, learning and behaviour management strategies and recognise when and how to put some of these into practice. You have a good understanding the concept and personalised learning and how to use this effectively. You understand the purpose of statutory assessment requirements and have begun to investigate how these are used. You are developing your ability to set appropriate targets for children. You are increasingly clear about the importance of taking into account children's home environment and personal background when planning. You continue to develop your understanding of the role of those who identify and support children with SEN both within and beyond the school. You have sound understanding of a range of SEN and the way that they affect children's learning. You have begun to develop strategies to meet those differing needs. You know about how to plan to support effectively children with EAL to develop cognitive as well as linguistic ability. You are creative when planning to celebrate children's diversity. You analyse thoughtfully evidence of how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

Your increased understanding of the subject requirements for the Core subjects and ICT is good and you make valid links across the subjects. You also have an assured understanding of your own subject specialist area and a good understanding of an increasing range of Foundation subjects. You continue to extend your understanding of what it means to be a professional both within and beyond the class room.

Professional Skills

Unsatisfactory

Planning and teaching

You find it difficult to plan for progression over a series of lessons. Your subject knowledge of the different curriculum areas and related pedagogy is limited. This affects your ability to plan and teach effectively in these curriculum areas. You are unable or unwilling to fully utilise the class room as a learning environment through the use stimulating resources or display. You make little use of the out of class context. The homework you devise is pedestrian and fails to engage the children. You find it difficult to plan, teach and manage whole class sessions although you are able to be successful with smaller groups. You find it difficult to stimulate discussions, generate questions or adequately illustrate explanations. Your teaching fails to engage or challenge the children. You make little use of e learning (where available) You continue to be overly reliant on the strategies of the class teacher for behaviour management and fail to establish your own authority.

Assessment and Monitoring

You have a limited range of assessment strategies. You do not use either assessments or the records you keep to move children's learning forward or inform your practice. While the feedback you give may be positive it fails to suggest ways the child could improve. You find it difficult to maintain an effective record keeping system. You do not adequately engage children in self evaluation or assessment.

Professional Collaboration

While you evaluate your teaching you are unable to assess its impact on the children's learning or consider how to become more effective. You do not engage with colleagues and find it difficult to plan for the deployment of additional adults in the classroom.

Satisfactory

Planning and teaching

You are able to plan both individual lessons and series of lessons in an increasing range of subject areas. You are able to show how you would develop subject specific concepts, skills and vocabulary across an increasing range of subject areas. You are also able to plan for out of school contexts including making use of the local environment. You demonstrate how you could use homework to extend children's learning. You plan to develop the class room as a learning environment through creating resources or planning a display. You teach a range of lessons some for groups but with an increasing number for whole class. You include e learning where appropriate. Your lessons take account of children's diversity and promote inclusion through the content of the activity. You use an increasing range of teaching strategies. You are able to adapt language and resources to meet the needs of the children you are teaching. You are able to plan and teach lessons that promote enquiry based learning. You make effective use of explanations, questions and discussions. You develop and use your own strategies for establishing a purposeful learning environment that also encourages children to promote their own self control.

Assessment and Monitoring

You are able to make effective use of an increasing range of assessment strategies. You use these to ensure that children make progress in their learning. You provide constructive feedback that identifies specific areas for development. You are able to use an increasing range of record keeping strategies to monitor children's achievement and use this data to inform your planning. You have begun to encourage children to reflect upon their own learning and consider how they might progress.

Professional Collaboration

You evaluate your teaching in order to assess its impact and consider how improve your

practice. You work successfully with other adults in the class room and begin to plan for their involvement with children.

Good

Planning and teaching

You are comfortable in planning for both whole class and group sessions across Core subjects and a good range of Foundation subjects. You identify and plan for a range of teaching strategies dependent on the needs of the subject in order to develop specific skills and concepts. You have thoughtful ideas about how you would use the out of school context including the local environment or school grounds. Homework is used to stimulate further interest in class based teaching. You make good use of a range of interesting resources or a class room display to engage the children's interest. You teach a range of activities with an increasing emphasis on whole class teaching for both Core and Foundation subjects. You use a range of organisational strategies to generate stimulating whole class teaching. You are able to use e learning effectively (where appropriate) and know when not to use it. You select content and strategies carefully to promote inclusion and an appreciation of diversity. You have clear ideas about how you will structure the teaching in order to promote investigative and practical learning and encourage children to become independent learners. You are able to generate and manage discussions and focus language and resources appropriately for the children you teach. You apply effectively a range of behaviour management strategies that promote positive self esteem amongst children and create a purposeful learning environment.

Assessment and Monitoring

You are able to make effective use of an increasing range of assessment strategies selecting the most appropriate depending on the subject or child involved. Assessments are used to help children make effective progress in their learning. Children are also encouraged to be involved in the assessment process through self evaluation and in reflecting on feedback. The feedback you provide, both oral and written, suggests subject specific areas for development. You keep a range of useful records for groups and whole class as well as individuals

Professional Collaboration

Your evaluations of your own practice are increasingly constructive in considering how to be a more effective teacher. You take an increasing role in planning to use support staff or other adults with the children.

Very Good

Planning and teaching

You are able to plan with confidence for both the Core subjects and an increasing range of Foundation subjects in a way that enhances and extends the subject to be taught. You have begun to understand about the boundaries and essences of individual subjects and so plan to develop effectively the concepts and skills particular to the subject. You have some creative ideas to develop the potential of out of school contexts. Homework is selected to extend and enhance classroom activities. You are creative in your use of both resources and display to stimulate interactive learning. You teach effectively a range of activities with an increasing confidence when approaching whole class teaching for both Core and Foundation subjects. You use reflectively an increasing range of organisational and pedagogical strategies to generate challenging whole class teaching. You are discriminating and assured in your use of e learning effectively (where appropriate). You are reflective in how you approach diversity and inclusion within your teaching. You are creative in engaging children in the learning process and developing interactive learning. You make imaginative use of language and discussion to stimulate thinking. You are confident in your ability to promote a calm, positive learning experience for children and engender a secure learning environment.

Assessment and Monitoring

You are able to use a wide range of appropriate assessment strategies to evaluate effectively the progress of children within particular subjects. You use assessments thoughtfully to communicate with children and move their learning forward. You involve children through developing their own ability to comment reflectively on their work by engaging them in increasingly discriminating discussion. You also provide specific and appropriate areas for improvement in your feedback. You keep a range of useful, reflective records for groups and whole class as well as individuals in both Core and some Foundation subjects.

Professional Collaboration

You evaluate your own practice analytically and take the initiative in considering how to improve your practice. You take an increasingly effective role in planning to use other adults to support children's learning.

INDICATIVE CRITERIA FOR END OF SE2

Professional Attributes

Unsatisfactory
<p>Relationships You have difficulty in establishing a working relationship with a range of people. You fail to understand the importance that parents and carers have for the education and well being of the children in your care. You have difficulty in communicating with parents/carers or children in the class. You find it difficult to work as part of a team either within the classroom or across the school. You have difficulty in demonstrating appropriate expectations for the children in your class and or in creating appropriate relationships. You are inconsistent in your professional behaviour. You are not always punctual and appear to demonstrate a lack of commitment to your placement.</p> <p>Professional Development You do not appear to be aware of the statutory frameworks and professional duties of teachers. You are inconsistent when implementing the shared policies and practices of the school You have difficulties maintaining professional documentation. You have difficulty in engaging in professional dialogue and do not act upon advice to improve your practice.</p>
Satisfactory
<p>Relationships You are able to establish a sound working relationship with a range of people. You understand the importance that parents and carers have for the education and well being of the children in your care. You are able to communicate effectively with them and the children. You are able to work as part of a team both within the classroom and across the school. You communicate with colleagues, both within and outside the school, to contribute to the well being and development of children. You have high expectations for the children in your class and create appropriate relationships. You demonstrate the positive behaviour and values you expect from children acting in a professional manner at all times. You are punctual, hard working and committed.</p> <p>Professional Development You are aware of the statutory frameworks and professional duties of teachers. You implement the shared policies and practices of the school You are professional in documenting all aspects of the required paperwork. You seek professional advice and act on it to improve your own practice including setting targets for development.</p>
Good
<p>Relationships You are able to establish a good working relationship with a range of people. You understand clearly the importance that parents and cares have to the education and well being to the children in your care; making good use of this knowledge to support children. You are able to communicate very effectively with them and the children. You are able to work effectively as part of a team both within the classroom and across the school. You communicate thoughtfully with colleagues, both within and outside the school, to contribute to the well being and development of children. You have high expectations for the children in your class and create strong trusting relationships. You demonstrate and develop the positive behaviour and values you expect from children acting in a professional manner at all times. You are punctual, hard working and committed. You demonstrate a flexible and adaptable manner when meeting professional challenges.</p> <p>Professional Development You are aware of and understand the statutory frameworks and professional duties of teachers. You implement carefully the shared policies and practices of the school. You are</p>

professional and conscientious in documenting all aspects of the required paperwork and use this effectively in your teaching. You are proactive in initiating professional dialogue in order to improve your own practice including setting thoughtful targets for development.

Very Good

Relationships

You are able to establish a dynamic working relationship with a wide range of people. You understand in depth the importance that parents and cares have to the education and well being to the children in your care; making critical use of this knowledge to support children. You are able to communicate effectively and creatively with them and the children. You are able to work professionally as part of a team both within the classroom and across the school. You communicate reflectively with colleagues, both within and outside the school, to contribute creatively to the well being and development of children. You have very high expectations for the children in your class and create strong trusting relationships. You take the initiative in developing the positive behaviour and values you expect from children acting in a critical and professional manner at all times. You are punctual, hard working and committed. You meet professional challenges with creativity and imagination

Professional Development

You are aware of and understand the statutory frameworks and professional duties of teachers. You implement and contribute to the development of the shared policies and practices of the school. You use your professional documentation critically and analytically to extend and develop your professional practice. You continually set yourself challenging professional targets. You initiate dynamic professional dialogue.

Professional Knowledge and Understanding

Unsatisfactory

Teaching and Learning

Your knowledge about different teaching and/or behaviour management strategies is limited and you are unsure about how to apply them effectively. You are unsure about the processes involved in formal assessment especially in relation to assessing against national criteria and including statutory assessment tasks. You fail to appreciate the importance of formative assessment in a child's development. You find it difficult to interpret data that will allow you to evaluate learning or have difficulty in appreciating how to use this to raise attainment. You do not understand what is meant by personalised learning. You fail to know how provide sufficiently for children with SEN or EAL. You have difficulty in understanding how a child's learning is affected by their personal circumstances. You do not know about how to consider all aspects of a child's well being in relation to ECM. Your knowledge of your statutory roles and responsibilities is limited.

Subjects and Curriculum

You have a sound knowledge of the some subject areas across the curriculum but limited or inaccurate subject knowledge in others. You fail to distinguish between different curriculum areas and so find it difficult to select appropriate learning targets in particular subject areas. There are areas of the curriculum for which you find it difficult to plan. You fail to develop your own expertise in your subject specialist subject (if appropriate). You have difficulty in matching appropriately subject matter and teaching strategies. A lack of knowledge in your own personal skills in English, mathematics or ICT hampers your ability to plan and teach effectively.

Satisfactory

Teaching and Learning

You know about a range of teaching and behaviour management strategies and how to use them to develop learning. You know how to assess, both formally and informally, against NC level descriptions or baseline bench marks. You are aware of the processes and procedures for SATs. You also know why formative assessment is important. You know how to use data to evaluate learning in order to raise attainment. You know about how to personalise learning to enable all children to achieve including those with SEN or EAL. You know how to take account of children's diverse needs. You also know that children's learning is affected by their personal and background circumstances. You know about how to develop aspects relating to ECM to ensure the well being of individual children. You are aware of your statutory roles and responsibilities.

Subjects and Curriculum

You have a sound knowledge of the different subject areas across the full curriculum. You understand about the essence and boundaries of the different subjects within the curriculum. You are able to plan for both Core and Foundation subjects. You demonstrate your developing expertise in your subject specialist subject (if appropriate). You know how to match subject matter with teaching and learning techniques. You are able to make use of your own skills in English, mathematics and ICT when preparing for your teaching.

Good***Teaching and Learning***

You know about a wide range of appropriate teaching and behaviour management strategies and are able to demonstrate how you would use them thoughtfully to develop learning. You demonstrate how you would assess appropriately against NC level descriptions or baseline bench marks. You are aware of the processes and procedures for SATs and understand how these are used to monitor attainment. You also know why formative assessment is important and demonstrate how to record those formative assessments in a variety of ways. You know how to use data to make thoughtful evaluations of children's learning in order to raise attainment. You develop your own understanding of personalised learning in order to target more effectively children's learning and support more appropriately those with SEN or EAL. You know how to take sensitive account of children's diverse needs. You also know that children's learning is affected by their personal and background circumstances and how you might consider this knowledge when working with children.

Subjects and Curriculum effective

You have a good knowledge of the different subject areas across the range of the full curriculum. You understand about the essence and boundaries of the different subjects within the curriculum and so are able to make viable and useful links within and across subjects. You are able to plan effectively for both Core and Foundation subjects. You are keen to develop and promote your subject specialist subject (if appropriate). You are able to select appropriate and useful teaching strategies that develop and enhance subject matter. Your own skills in English, mathematics and ICT are secure and you make good use of them when preparing for your teaching.

Very Good***Teaching and Learning***

You know about a wide range of appropriate teaching and behaviour management strategies and consider critically how you would use them most effectively. You demonstrate how you would assess against NC level descriptions or baseline bench marks and consider how to use professional judgement to plan for progression. You are aware of the processes and procedures for SATs and demonstrate how these are used to monitor attainment both within the school and in a national context. You demonstrate how you could make sensitive use of formative assessments and consider how to engage children in peer or self evaluation as part of the assessment process. You know how to use data to make critical evaluations of children's learning in order to raise attainment. You demonstrate the ability to use personalised learning sensitively in order to target more effectively children's learning and support more appropriately those with SEN or EAL. You know how to liaise with other adults and colleagues to support children's learning. You make imaginative links with children's personal backgrounds to engage them and their communities fully in the school experience. You understand the need to reflect the children's experiences in both curriculum content and teaching strategies.

Subjects and Curriculum effective

You have a wide-ranging knowledge of the different subject areas across the range of the full curriculum. You clearly understand about the essential nature of different subjects within the curriculum and so are able to make creative and stimulating links within and across subjects. You are able to plan across both Core and Foundation subjects with rigor and imagination. You actively seek to promote and research your subject specialist subject (if appropriate). You are confident in your ability to select stimulating teaching strategies to develop and enhance subject matter.

Professional Skills

Unsatisfactory

Planning and teaching

Your planning is fragmented or misdirected and not sustained throughout the placement. You have difficulties in developing learning over the period of time. You have difficulties in making relevant links across and within subjects. Teaching strategies are limited and fail to engage the children adequately. Children's learning does not develop sufficiently through your teaching. You have difficulties in establishing and sustaining a purposeful learning environment. Behaviour management strategies are limited and not always effective. You fail to promote equality and diversity within the classroom and are not able to raise children's self esteem.

Assessment and monitoring

You do not use assessment and record keeping information to move children's learning forward. You make little use of assessment for learning and your record keeping strategies are limited and do not focus on sufficiently on how children learn and what they have achieved. You find it difficult to level children's work. Feedback is not constructive or sufficiently targeted. Records are limited to certain subject areas.

Professional collaboration

Evaluations tend to focus on external factors rather than considering how effective you have been at developing learning. You do not use your evaluation to improve your practice. You find it difficult to work with a range of adults with in the class and school. You do not manage teams within the class room and fail to lead learning.

Satisfactory

Planning and teaching

You are able to develop progressive plans that are consciously linked to appropriate documentation making good use of both weekly and medium term plan formats. You are able to plan to develop cross-curricular links and extend children's learning in Literacy, Numeracy and ICT. You have used out-of-class work (including homework or fieldwork) to generate learning. Your teaching makes use of a number of appropriate strategies to engage and stimulate all the children within your class. The teaching strategies that you select promote equality and diversity. You are able to use questioning techniques to promote active learning amongst the children in your class. You promote a purposeful and safe learning environment, establishing and sustaining clear boundaries for acceptable behaviour. You are able to promote independent learning and positive self esteem amongst the children you teach.

Assessment and monitoring

You are able to use a range of record keeping strategies that inform planning and that are useful, manageable and sustainable. You give constructive feedback that helps inform target setting. You are able to use assessment for learning and can use level descriptors or bench marking to assess achievement. You assess across the full range of the curriculum. You keep records for individuals, groups and the whole class.

Professional collaboration

You evaluate your own teaching and adapt planning and teaching where necessary. You work collaboratively with other adults within the class and school to support children's learning, contributing to team meetings. You engage other adults appropriately in the learning process and develop strategies to manage teams within the class.

Good

Planning and teaching

You are able to create progressive plans that develop and expand ideas from the appropriate documentation within both weekly and medium term plans. You are able to plan valid cross-curricular links that extend children's learning across the different areas incorporating strong links to Literacy, Numeracy and ICT. You make thoughtful use of out-of-class work (including homework or fieldwork) to generate enquiry based learning. Your teaching makes use of an increasing number of appropriate and effective strategies to motivate children and promote independent learning. You have carefully considered how to promote equality and diversity and develop this through thoughtfully matching teaching material and teaching strategies. You are confident in using a range of questioning techniques to promote active learning amongst the children in your class. You manage confidently the learning environment, employing effectively a range of behaviour management strategies. You foster a supportive environment within the class room where high standards of behaviour encourage children to develop self control and independence.

Assessment and monitoring

You are able to use a range of appropriate and effective record keeping strategies to inform planning and that are sustained and developed across the placement. You use informative feedback and assessment to encourage children to begin to reflect upon and identify their own progress and consider how they are meeting individual targets. You make confident use of assessment for learning to move children's learning forward. You record assessment data related to level descriptors or bench marking to assess achievement and suggest areas for development. You assess, using a range of appropriate strategies, across the full range of the curriculum. You keep detailed records for individuals, groups and the whole class.

Professional collaboration

You thoughtfully evaluate your own teaching and use this to improve your planning and teaching. You are proactive in looking for ways to work collaboratively with other adults within the class and school. You contribute to team meetings at class or year group level and occasionally at school level. You seek actively to manage the learning in the class by engaging other adults effectively to develop sound contexts for learning.

Very Good

Planning and teaching

You create imaginative plans, both weekly and over the medium term, that challenge all learners to achieve their potential. You make creative links across and within subjects and areas to motivate learners and stimulate their interest in learning across the full range of the curriculum. You are committed to creating an inspiring learning environment that develops the potential of out of school contexts such as the outside area, local fieldwork, investigative homework tasks and the use of museums, sites and galleries. You are confident in your own teaching skills using a wide range of strategies to challenge and engage children in the learning process while personalising learning to provide interesting and stimulating opportunities for all. You make perceptive and skilful use of language to explain concepts and generate stimulating learning situations. You create a supportive and purposeful learning environment through the assured use of a wide range of behaviour management strategies. You have high expectations for children, both academically and personally, that create a secure and dynamic class room ethos enabling children to reach their potential.

Assessment and monitoring

You make thoughtful and appropriate use of a wide range of strategies to record children's achievement and development. You analyse the data gathered from the range of your records to improve your own planning and engage in focussed target setting. Clear and specific feedback and positive reinforcement identify motivating targets for children to allow them to begin to assess their own progress. Assessment for learning is an important element of your teaching strategies, used creatively to move children's learning forward. You make thoughtful use of assessment data collected in relation to level descriptors or benchmarking to assess achievement both within and across the class room. You apply creative assessment techniques across the full range of the curriculum allowing you to assess children's development in all areas. You develop and use effectively detailed records for individuals, groups and the whole class.

Professional collaboration

You analyse critically your own teaching and use this thoughtfully to improve your planning and teaching. You involve yourself with all aspects of school life and work in close collaboration with other adults within the class and school. You volunteer within and contribute effectively to team meetings at class or year group level and increasingly also at school level. You develop confidence in working with other adults to manage the learning of the class and share good practice.

Primary Initial Teacher Training Cause for Concern Form

Trainee	Class Teacher
School	ITT Contact
Stage 2 Mentor (if applicable)	Supervising Tutor
A. Form initiated by	Role
B. Nature of concern	
Evidence for concern	
C. Agreed action	
Relevant signatures, for example:	
Signature of Class Teacher	Date
Signature of Stage 2 Mentor/ITT Contact	Date
Signature of Supervising Tutor	Date
D. I understand that if these targets are not effectively addressed, I may fail to meet the Standards for the award of Qualified Teacher Status.	
Signature of Trainee	Date
E. Monitoring of progress on agreed action	Dates
F. Conclusion of process	
Date	
Copies of form to: Trainee <input type="checkbox"/> School ITT Contact/Stage 2 Mentor <input type="checkbox"/> University <input type="checkbox"/>	

APPENDIX 11

EQUAL OPPORTUNITIES GUIDELINES

London Metropolitan University is committed to Equality of Opportunity and compliance with all relevant legislation. The Department of Education is also committed to equality in its practice and procedures and relations with schools and other bodies. While these guidelines are specifically about racist incidents, students should note that all breaches of equal opportunities will be taken seriously.

These guidelines have been developed to encourage students to bring incidents of racism to the notice of staff, so that such problems can be addressed. There are two parts: one refers to racist incidents in the Department of Education, and other to racist incidents on school placement. These guidelines have been written with the purpose of providing support to students. However, in situations where it is school staff or University staff who wish to report racist incidents, similar steps should be taken in line with the established procedures of the school and/or University, as appropriate.

INTRODUCTION TO GUIDELINES FOR STUDENTS IN THE EVENT OF RACIST INCIDENTS

1. Dealing with racist incidents in the Department of Education

- (i) Student reports the incident to a tutor, who will record the incident together with action to be taken to resolve the situation. The action should be taken by the tutor within two weeks (10 working days), student to be given a copy of the report of the incident, the proposed action and be informed of the outcome.
- (ii) If the matter has not been resolved within the two week period, then it should be reported by the tutor (whoever was involved at the first stage) to the relevant Programme Director or Academic Leader for ITE or Dean or Associate Dean. Action to be taken by Programme Director, Academic Leader, Dean or Associate Dean normally within two weeks. Student to be given a copy of proposed action and be informed of the outcome.

2. Dealing with racist incidents on school placement

Please note that where a school has entered into a formal partnership with the University and has signed a Collaborative Training Agreement, the following guidelines should be seen as complementary to that Agreement.

- (i) Student tells either mentor or school experience tutor, who will record the incident together with the action to be taken to resolve the situation. The action should normally be taken by the mentor or school experience tutor within one week (five working days).
- (ii) If the student and tutor dealing with the situation feel that the school placement may become untenable, then a visit will be made to the school to discuss the situation with the headteacher and/or the mentor and/or the class teacher. This should take place within a week (5 working days) from when the incident was reported. The tutor will write a report on the action to be taken, student to be given a copy and to be informed of the outcome.
- (iii) If the situation is so severe that the student and the tutor feel that the placement cannot continue in the current circumstances (it is unlikely that this would happen without a visit to the school by a tutor) then the tutor will consult with the Programme Director or Academic Leader for ITE about discontinuing the placement.

In the event of discontinuation:

(a) an alternative placement will be found as soon as possible so that the student can complete placement requirements within the academic year if possible.

(b) the Programme Director will write to the headteacher informing her/him that the student will not be returning and explaining why this action was taken. The partnership arrangements between the University and the school will be reviewed in the light of the events which have occurred.

Students may be accompanied by a friend at any stage in the discussions outlined above.

Further University policies are available on the University website, www.londonmet.ac.uk

APPENDIX 12 - What you need in your SE1 Files

FILE 1 (Teaching and Learning)

Title and contents page
School attendance sheet
Mini CV

Section 1 (School Context)

1.1 5 key points from the school/setting's 'Mission Statement'
1.2 Names and responsibilities of all teaching and support staff, including staff representatives on the governing body
1.3 Notes on key points from school policies: marking (where relevant), behaviour, Health and Safety policy, and one subject area.

Section 2 (Classroom information)

2.1 list of all the children in class & key groups you will be working with
2.2 Adults working in the class/setting & their responsibilities
2.3 Plan of classroom/setting (& outdoor area where applicable)
2.4 Groupings of children
2.5 Lists of children with SEN, EAL and G&T
2.6 Weekly 'timetable'/routines

Section 3 (Aims & Medium Term Plans)

3.1 Your aims for SE1
3.2 The school/setting's medium term plans where possible, & cross-curricular teaching

Section 4,5,6,7,8&9 (Weekly plans & Evaluations)

Weekly plans, clearly showing your responsibility
Daily schedule, your role during each lesson/activity and including daily evaluation
Session plans/activity plans (EY) plus evaluation of the children's and your learning
Weekly evaluations against the Standards, and final reflective review

FILE 2 (Observation, Record-keeping and Assessment)

Section 1 (3 Profile Children)

1.1 General information, samples of work (including PLR/FLR)
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Section 2 (Formats for assessing, observing and monitoring)

2.1 Individual observation record/s
2.2 Small group observation format/s
2.3 Whole class/key group record keeping format

Section 3 (Additional information from school - e.g. FS profiles/NC levels)

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Section 4 (Supervising tutor/Stage 1&2 mentor observations)

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Section 5 (Standards Evidence)

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WHAT YOU NEED IN YOUR SE2 FILES

FILE 1 (Teaching and Learning)

Title and contents page
School attendance sheet
Mini CV
ASE Reflective Analysis

Section 1 (School Context)

1.1 5 key points from the school/setting's 'Mission Statement'
1.2 Names and responsibilities of all teaching and support staff, including staff representatives on the governing body
1.3 Notes on key points from school policies: marking (where relevant), behaviour, Health and Safety policy, and one subject area.

Section 2 (Classroom information)

2.1 List of children in class & key groups you will be working with
2.2 Adults working in the class & their responsibilities
2.3 Plan of classroom/setting including outdoor area where applicable
2.4 Groupings of children
2.5 Lists of children with SEN, EAL and G&T
2.6 Weekly 'timetable'/routines

Section 3 (Aims & Medium Term Plans)

3.1 Your targets at the end of SE1
3.2 Your aims for SE2
3.3 The school/setting's medium term plans where possible/samples of school planning, including any cross-curricular teaching

Section 4,5,6,7,8 &9 (Weekly plans & Evaluations)

4.1 Weekly plans, clearly showing your responsibilities
4.2 Daily schedule showing your role during each lesson/activity and including daily evaluation
4.3 Your session plans/activity plans(EY) plus evaluations of the children's and your learning
4.4 Your weekly evaluations and final reflective review

FILE 2 (Observation, Record-keeping and Assessment)

Section 1 (6 Profile Children)

6.1 General information, samples of work (including PLR/FLR)
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Section 2 (Formats for assessing, observing and monitoring)

2.1 Individual observation record/s
2.2 Small group observation format/s
2.3 Whole class/key group record keeping format

Section 3 (Additional information from school - e.g. FS profiles/NC levels)

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Section 4 (Supervising tutor/Stage 1&2 mentor observations)

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Section 5 (Standards Evidence notes/samples from web folio)

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APPENDIX 13

PLAN FOR THE DAY Day..... Date.....

TIME	CHILDREN'S ACTIVITIES	YOUR ROLE	NOTES, REFERENCE TO SESSION PLANS AND EVALUATIONS
These 3 columns should be completed in advance, in discussion with the class teacher.			This column is completed at the end of the session/day
	BREAK		
	LUNCH		
	BREAK		

APPENDIX 14
Foundation Stage Session Planner.



Title:

Date:

Time:

<p>Focus of activity <i>what the children will do</i></p>	<p>Children involved</p>
<p>Learning intentions</p>	<p>Key objectives <i>Links to EYFS & developmental matters</i></p>
<p>Developmental Matters <i>PSE; CLL; PSRN; KUW; PD; CD. (circle as appropriate)</i></p>	<p>Resources & preparation, including ICT equipment and software</p>
<p>Description of activity & key teaching points</p>	<p>How the activity will support the needs of particular children</p> <p>Role of supporting adults</p>
<p>Key questions</p>	<p>Assessment opportunities</p>
<p>How will this session help you to meet your own current professional targets (refer to your recent lesson evaluations and reflective reviews).</p>	

Remember that you need to complete an evaluation sheet for every session (see p62)

Plan for Foundation Stage carpet/ story session



Procedure and timings :

Timing	Book title Author	Theme Links to current individual interests / curriculum topics/developmental matters
	Settling the group (<i>rhymes, other activities to settle the group</i>)	
	Introduction to text Props?	
	Focus of teaching opportunity: e.g. CLL developmental matters Children's participation	
	Key questions	Support for children new to English
	Follow-up activities	

Remember that you need to complete an evaluation sheet for every session (see p62)

Foundation Stage detailed plan



Procedure and timings

Timing	Introduction
	Development of activity
	Links to other activities ?

Remember that you need to complete an evaluation sheet for every session (see p62)

SESSION PLAN (KS1 & 2)



Session number _____ Date carried out _____

Curriculum area: Specific focus from Programme of Study <i>(include ICT component if appropriate)</i> :		Links to previous session, & to other curricular area <i>(where appropriate)</i> :
Whole class?	Group(s)? <i>(give children's name or group name; are the groups differentiated and if so, how?)</i>	
Learning objectives & success criteria: <i>knowledge, skills and understanding for children to achieve, ie what you want children to gain experience of/learn</i>		
...in focused curriculum area(s)		...in ICT
Preparation for teaching – setting up the activity – <i>for example: resources, spacing, seating (including where you and other adults will be), preparation of teaching area:</i>		
Your professional development – <i>consider any previously identified specific target(s) in the areas of classroom management and teaching relevant to the session:</i>		
Assessment – <i>how, at what point, with which children?</i>		

Remember that you need to complete an evaluation sheet for every session (see p62)

SESSION PLAN

Procedure (with timings)

Introduction

Development of session: *what the children are doing (identify group activities, where applicable), your teaching role, and the role of any other adults present*

Conclusion of session

Remember that you need to complete an evaluation sheet for every session (see p62)

SESSION PLAN – Evaluation

1. Learning objectives:

a) Were your learning objective met? What evidence do you have for this?

b) How did the children react and respond to what you wanted them to achieve; what would you have done differently?

c) What do the children need to do next (progression)?

2a) Your learning: what have you learnt about planning/teaching/classroom management/organisation (reflect on your professional development and on equal opportunities)?

2b) Target(s) to be addressed next time:

APPENDIX 15

LESSON PROMPT SHEET

PROFESSIONAL ATTRIBUTES: BASED ON Q1- 9

- High expectations of all pupils; constructive relationships respecting diversity
- Positive role model; organised, confident and at ease with pupils
- Working consistently within relevant policies and practices.
- Communicating and working effectively with pupils & other adults
- Ability to adapt, try out new ideas and improvise creatively and critically.
- Open to advice, feedback and coaching as evidenced both in lesson feedback.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING: BASED ON Q10 - Q21

- Accuracy and security of subject knowledge and subject pedagogy (Subject Knowledge for Teaching)
- Accuracy in use of NC/Strategy/Frameworks/14-19 requirements/cross-curricular expectations
- Constructive use of ICT, literacy and numeracy, use of key skills
- Use of data to inform the monitoring of pupil progress
- Understanding of how pupils develop, factors affecting learning
- Awareness of personalised needs and inclusion strategies e.g. SEN, EAL etc
- Sensitive to child's personal well-being and learning needs (ECM)

PROFESSIONAL SKILLS: BASED ON Q22-Q31

- Recognition of pupil diversity and the world around us as a resource
- Challenging and appropriate objectives on plan and communicated effectively to pupils with relevant coherent activities (modelled/demonstrated for pupils), logically sequenced, showing progression within the lesson and meeting the learning needs of **all** pupils
- Clear strategy planned to assess and monitor learning objectives
- Consideration of implications for behaviour management of planned activities
- Smooth transitions between activities evident in planning and delivery
- Range of teaching strategies used and high quality resources selected/prepared and well exploited
- Interactive teaching methods, group work, active and independent learning used.
- Opportunities for learners to develop literacy, numeracy and ICT are included
- Out of class work well planned and relevant
- Planned use of support staff
- Purposeful learning environment and teacher presence established, positive relationships with individuals and with the group (*use of names, praise and sanctions, clear boundaries and expectations*)
- Teaching space is well managed/organised and Health and Safety issues are addressed before and during the lesson
- Effective communication skills evident (*enthusiasm, eye contact, body language, use of voice and gesture, key messages transmitted effectively, interpersonal skills*)
- Delivery and pace of lesson maintain interest/motivation/enjoyment

- Concepts and new ideas introduced clearly using explanations, questions, modelling, discussions and plenaries effectively
- Awareness of off-task behaviour and reactions appropriate
- Questioning technique is effective
- Misconceptions identified with appropriate intervention
- Timely and constructive feedback to pupils during the lesson, as appropriate
- Range of monitoring and assessment strategies, including formative, peer and self assessment, created and well exploited
- Naturally arising information on pupil achievement noted
- Accurate use of published assessment specifications (*NC levels/GCSE grades, departmental or school policy*)
- Systematic record keeping which informs planning

ABILITY TO REVIEW TEACHING & LEARNING BASED ON Q7 AND Q29

- Reflective engagement in the conversation following the lesson
- Future actions identified which need to be taken in both planning and classroom practice

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APPENDIX 16

Grade Descriptors ('Pen Portraits').

These draft 2007/2008 pen portraits describe what might be expected of trainees towards the end of their programme.

Meets all the Standards.

To achieve QTS, trainees will display the following characteristics.

They expect pupils to learn, and aim to raise pupils' achievements appropriately as a result of their teaching.

They evaluate their lessons and act on advice in order to improve their teaching.

They are aware of school policies and practices, contribute to the corporate life of the school and relate to pupils, respecting their background and interests.

They work with colleagues and parent/carers in securing the learning and well-being of pupils.

They take responsibility for their own continuing professional development.

They have secure knowledge and understanding in the subjects they are trained to teach and are proficient in the use of ICT.

They communicate the concepts and skills of the subject to pupils.

They know and understand national frameworks, guidance and statutory requirements and use them to support their planning.

They plan a sequence of lessons with suitable objectives.

They take account of the needs of different groups of pupils and differentiate their teaching accordingly.

They are aware of, and use, different teaching strategies.

They organise and manage time and resources effectively.

They establish a clear framework for classroom behaviour, in line with the school's expectations.

Relationships with pupils are sound, enabling pupils to learn effectively.

They use a range of assessment strategies, including self and peer assessment, and can identify pupils' individual needs.

They use performance data to inform their planning.

They mark pupils' work constructively, provide helpful feedback and record and report

achievement, guided by the school's practice.

Meets the Standards at a high level.

In addition to meeting all the Standards, trainees will display the following characteristics:

They form and sustain positive and productive relationships with children.

They work collaboratively with colleagues and parents/carers.

They take full responsibility for their own professional development by applying a critical analysis to all aspects of their practice.

They have a good understanding of the subject(s), curriculum and frameworks, and take the initiative in updating their knowledge in these areas; they use this knowledge to plan and deliver high quality pupil learning.

They understand and use a range of formative and summative strategies to assess pupils' achievements accurately.

They are methodical and systematic in recording and reporting pupils' achievements.

They address the individual needs of their pupils through high expectations.

They are sensitive to the personal well-being and learning needs of pupils.

Meets the Standards at a very high level.

In addition to meeting all the Standards, trainees will display the following characteristics:

They have high and demanding expectations based on a thorough analysis of pupils' potential and progress.

They critically reflect upon their teaching and pupils' learning, and take the initiative to seek support from appropriate colleagues, in order to enhance their practice.

They use their high level of subject knowledge to plan creatively.

They inspire their pupils through providing challenging, innovative and exciting learning opportunities.

They make confident and assured use of assessment for learning, which motivates pupils to move forward.

They respond flexibly and creatively to learning opportunities.

Does not meet all of the Standards.

They have failed to meet one or more of the Standards.